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Still having issues?

- Call 800-753-2160 (M-F, 8 AM-8 PM ET)
- Email customerservice@AudiologyOnline.com
Counseling Across a Lifespan,
in partnership with Salus University
Part 1: Children and Youth

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The ADEvantage consulting
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Learner Outcomes

- Describe how the WHO Biopsychosocial Model supports well-being and resiliency.
- Describe how social communication and social cognitive skills impact social-emotional well-being and social relationships.
- Identify two resources for promoting social emotional wellness strategies and self-determination skills for children.
Outline

- Wellness/Well-Being
- Components of Well-Being & Social Competence
- Self-Determination
- Strategies: Coaching & Counseling, Networking for Students
- Resources
- Videos
- Challenges

Wellness Model: Transforming how Disabilities are Perceived


<table>
<thead>
<tr>
<th>Medical Model</th>
<th>Social Model</th>
</tr>
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<tbody>
<tr>
<td>• Disability is a deficiency:</td>
<td>• Disability is a difference:</td>
</tr>
<tr>
<td>– Located within the person</td>
<td>– Located between the person and society</td>
</tr>
<tr>
<td>– Disability is negative and should be ameliorated</td>
<td>– Disability is neutral in life’s context</td>
</tr>
<tr>
<td>• Remedy is individual’s problem</td>
<td>• Remedy is negotiated interaction with society</td>
</tr>
<tr>
<td>• Agent of Remedy: Health care professional</td>
<td>• Agent of Remedy: Person and people with whom the person interacts</td>
</tr>
</tbody>
</table>

What’s wrong with the person?                                      What does the person need?
The World Health Organization identifies three levels of human functioning:

- The level of body or body part
- The whole person
- The whole person in a social context

Disability involves dysfunction at one or more of these levels resulting in:

- Impairments
- Activity limitations and participation restrictions

A model of disability that synthesizes what is true in the medical, social, and psychological domains

Environmental accommodations are essential for the inclusion of the person with a disability
Characteristics of Positive Mental Health
https://www.verywellmind.com/what-is-mental-health-2330755

- Ability to enjoy life
- Ability to learn from the past and plan for the future
- Resilience
- Balance
- Flexibility
- Self-actualization

Well-Being and Resiliency
Lyons and Roulstone (2018)

Well-Being¹
- Feeling good about one’s self
- Absence of psychological distress
- Presence of positive affective states

Resiliency²
- Process of adaptation when exposed to adverse conditions
- Risk factors:
  - negative feelings
  - communication impairment & disability
  - difficulties with relationships
  - concerns about academic achievement
- Protective factors:
  - Positive feelings
  - Hope
  - Agency
  - Positive relationships

¹ Fattore, Mason, & Watson (2006)
² Ungar (2015)
Quality of Life: DHH Children
(Kushalnager, Topolski, Schick, Edwards, Skalicky, & Patrick, 2011)

- Key finding:
- Children’s perceptions of communication with their parents
- Significant correlation between
  - higher perceptions of their ability to understand their parents’ communication and perceived quality of life
  - lower reported depressive symptoms and lower perceived stigma.

Components of Well-Being & Social Competence

- Social-Emotional Development (Who am I?)
- Wellness
- Social Competence (How do I relate to others?)
- Self-Determination
- Self-Advocacy
- Self-Esteem & Self-Confidence
- Reality
- Identity
- Social Skills
- Social Relationships
Development of Self; Identity-Who Am I?

- Self-Identity: who am I as a person?
  - Not ears
  - Not an audiogram
  - Not a “freak”
  - Not “retarded”

- Deaf/Hearing Identity: how does my hearing status affect me?
  - Just a person like everyone else!

- Learning and accepting who I am and what I want to be
Our Challenge as professionals:

- To balance this desire for typicality with providing the support and accommodations the students need to be accepted and valued and to fully participate, academically and socially with their peers, in the classroom and in extracurricular activities.

Self-Knowledge (how I learn best) → Self-Acceptance

Self-Awareness Themes
Self-Esteem (Cherry, 2019)

- Signs of Healthy SE
  - Confidence
  - Ability to say no
  - Positive outlook
  - Ability to see overall strengths and weaknesses and accept them
  - Negative experiences don’t impact overall perspective
  - Ability to express your needs

- Signs of Low SE
  - Negative outlook
  - Lack of confidence
  - Inability to express your needs
  - Focus on your weaknesses
  - Feelings of shame, depression, or anxiety

Traits of Resiliency: Fostering Resiliency in Kids (Bernard, 1991)

- Social Competence
- Problem-Solving
- Autonomy
- Sense of Purpose and Future
Social Competence

- Interdependence of social skills and social relationships
- Social skills and social relationships are learned “insitu” (Antia & Kreimeyer, 2015)
- Inappropriate conversation behaviors may render deaf/hard of hearing children awkward and marginalized
- Social competence supported through reflection on what worked, didn’t work, what would work better
Social-Emotional Learning (SEL) Competency Clusters*

*Collaborative for Academic, Social, and Emotional Learning (CASEL)  www.casel.org

Social & Emotional Learning

- Self-Management: Managing emotions and behaviors to achieve one's goals
- Self-Awareness: Recognizing one's emotions and values as well as one's strengths and challenges
- Social Awareness: Showing understanding and empathy for others
- Relationship Skills: Forming positive relationships, working in teams, dealing effectively with conflict
- Responsible Decision-Making: Making ethical, constructive choices about personal and social behavior

Relationship Skills

- Social Communication Skills
- Social Cognitive Skills
- Social Relationships & Friendships

- Appropriate social conversation rules
- Perceiving & interpreting situations
- Determining what to say
- Executive Function
Self-Advocacy: A Journey

- Identity/Self-Concept
- Self-Esteem/Confidence
- Resiliency
- Self-Determination
- Self-Advocacy

Theory of Self-Determination

- Relatedness
- Competency
- Autonomy
Development of Self-Determination

The right to direct one’s own life

- Students with SD skills have a stronger chance of being successful in making the transition to adulthood, including employment and independence. (Wehmeyer & Schwartz, 1997)
  - Themes of self-awareness emerged in the interviews of college students with disabilities. All participants believed that learning about themselves was critical to their success in college, and that acceptance of the disability is key to success in college. Many participants noted that acceptance of the disability was something that just had to be done in order to succeed. (Getzel and Thoma, 2008)

A more pragmatic definition:

(Martin & Marshall, 1996)

A self-determined person:
- Sets goals
- Makes decisions
- Sees options
- Solves problems
- Speaks for oneself
- Understands what supports are needed for success
- Knows how to evaluate outcomes
**Roadblocks to Self-Determination & Self-Advocacy**

**Examples of Failure**
- Students who are not supported to use the technology
- Self-advocacy attempts that are thwarted by the teacher
- Parents who deny the need for, or do not support, hearing instrument technology
- School cultures that are not flexible to meet individual needs of students
- Technology that does not work

**Roadblocks**
- Difficulty acknowledging and/or accepting a personal difference
- Does not see the benefits of recommended accommodations
- Disclosure
  - Unprepared to disclose their disability
  - Choose not to disclose
  - Wait to disclose AFTER they have significant problems
  - Anxious about a “new beginning” and do not want to be labeled
Phase 1: Set a Goal
1. What do I want to learn?
2. What do I know about it now?
3. What must change for me to learn what I don’t know?
4. What can I do to make this happen?

Phase 2: Take Action
1. What can I learn from what I don’t know?
2. What could keep me from taking action?
3. What can I do to remove these barriers?
4. When will I take action?

Phase 3: Adjust the Goal or Plan
1. What action have I taken?
2. What barriers have been removed?
3. What has changed about what I don’t know?
4. Do I know what I want to know?

Self-Determined Learning Model of Instruction (Wehmeyer et al, 2000)
Phase 2: Take Action

1. What can I learn from what I don’t know?
   • Maybe if I disclose my HL first, the students won’t tease me

2. What could keep me from taking action?
   • I don’t like talking about my hearing loss

3. What can I do to remove these barriers?
   • I will pick someone that I feel comfortable around and tell them first. This will give me confidence to tell someone I don’t know as well.

4. When will I take action?
   • Within the week

Phase 3: Adjust the Goal or Plan

1. What action have I taken?
   • I explained my HL and technology to my best friend after school.

2. What barriers have been removed?
   • My friend now understands why it is hard for me to hear on the bus and that he needs to look at me. He also understands that I may need information repeated.

3. What has changed about what I don’t know?
   • I learned that my friend has always been curious about my HA but was afraid to ask. He now feels more comfortable asking me and talking with me.

4. Do I know what I want to know?
   • I want to continue practicing sharing my hearing loss so I feel more comfortable in different situations, especially when I don’t know the person well.
Your Turn – Set a Goal, Determine your Action

1. What do I want to learn?
2. What do I know about it now?
3. What must change for me to learn what I don’t know?
4. What can I do to make this happen?

1. What can I learn from what I don’t know?
2. What could keep me from taking action?
3. What can I do to remove these barriers?
4. When will I take action?

Strategies: Coaching & Counseling

- Coaching methods
  - Committed listening
  - Nonverbal attending
  - Minimal verbal statements
  - Paraphrasing
  - Positive intent with powerful questions
  - Reflective feedback
- Coaching is student driven: ask about feelings, ideas, suggestions for solving communication and social challenges
- Respond and following their suggestions
Strategies: Networking for Students

Social skills and social relationships are learned “insitu” (Antia & Kreimeyer, 2015)

- Access to peers and adults with various hearing levels is essential to developing identity, confidence, self-determination
- Peer mentorship programs are win-win
  - Students (mentees) see, experience, and learn possibilities, accommodations for their future
  - Mentors develop responsibility and leadership skills
- Camps and group opportunities put students on a level playing field

Victimization and Bullying

Deaf and Hard of Hard of Hearing children at increased risk for bullying (Warner-Czyz, 2018)

- 50% of DHH adolescents compared to 28% in general population
- Feelings of exclusion and coercion most frequently reported
- Victimization: use of technology, communication difficulties, immature social skills
- Recommendations:
  - Open communication between teens and parents
  - Incorporate routine questioning for bullying in protocols
  - Address victimization on IEPs & 504 Plans
  - Seek counseling when necessary
In over your head? Refer

- Students’ needs are beyond our skill levels and professional boundaries
  - Depression/suicidal
  - Complex family issues
  - Potential or diagnosed psychological or psychobiological disorders
- Utilize resources of school multidisciplinary teams or other public/private professionals
  - Experience counseling DHH individuals always preferred

Audiology Self-Advocacy Checklists
(Johnson & Spangler, 2013)

Teacher Forms
- Elementary
- Middle School
- High School
(Student)

Available in Guide to Access Planning or www.adevantage.com

<table>
<thead>
<tr>
<th>Name</th>
<th>Issue/Skill Area</th>
<th>Progress (by Month)</th>
<th>Satisfactory (by Grade, Progress)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Provides detailed description of hearing loss type, level, configuration, cause, accommodations, adaptations</td>
<td>0/0/0</td>
<td>X</td>
</tr>
<tr>
<td>2.</td>
<td>Identifies barriers to integration, including response to questions, engaging in meaningful conversations, peer interactions</td>
<td>0/0/0</td>
<td>X</td>
</tr>
<tr>
<td>3.</td>
<td>Identifies problem-solving strategies, including realistic expectations, setting goals, strategies for success in educational and social settings</td>
<td>0/0/0</td>
<td>X</td>
</tr>
<tr>
<td>4.</td>
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<td>0/0/0</td>
<td>X</td>
</tr>
</tbody>
</table>
Self-Advocacy Resources

- Audiology Self-Advocacy Checklists (Teacher Forms); “I Can” Self-Advocacy Checklist (Student Form) (G.D. Johnson & C. Spangler, 2016) www.adevantage.com


- Ida Institute www.idainstitute.com
  - My World
  - Growing Up With Hearing Loss
  - Living Well for Teens and Tweens

- I’m Determined: Empowering Self-determined Behavior https://www.imdetermined.org/
Self-Advocacy Resources

- Informal Inventory of Independence and Self-Advocacy Skills for Deaf/Hard of Hearing Students (Clark, & Scheele, 2005) [www.handsandvoices.org](http://handsandvoices.org)
- Listening Inventory for Education-Revised (Anderson, Smaldino, Spangler 2011) [www.successforkidswithhearingloss.com](http://successforkidswithhearingloss.com)
- Self-Advocacy Competencies for Students who are Deaf or Hard of Hearing (Luckner & Becker, Odyssey 14, 2013)
- Self Advocacy & Transition Skills for Secondary Students who are Deaf or Hard of Hearing (Price, 2014)

Examples of Self-Advocacy – Mason’s IEP
Examples of Self-Advocacy – Ren

https://www.youtube.com/watch?v=fy8huTWmhHg&feature=youtu.be

Challenges to Implementing Counseling Services

- Time
- Experience
- Comfort with topic
- Access to referral resources when needed
- Materials
- Other???
References


Thank You!